

Crown Street Public School

Annual Report



2017



3935

Introduction

The Annual Report for **2017** is provided to the community of **Crown Street Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Craig Nielsen

Principal

School contact details

Crown Street Public School

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9360 4187

Message from the Principal

Within the context of a caring environment where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2017 has been a year of significant growth and achievement for Crown Street Public School in all aspects of educational and community endeavour.

All members of staff have worked in collaboration with the wider school community to ensure that the students at Crown Street Public School continue to develop into:

- Successful Learners & Participants – articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well-rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers who are able to understand their place in a global community, a solid grasp on the Arts & Technology and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

I am proud of the achievements of our students across a range of academic and extracurricular opportunities and are equally proud of the ongoing successes of the quality teaching and learning programs and strategies implemented by our teaching staff. The success we experience as a learning community is only possible due to the positive relationships that exist at all levels of the school. Students, staff and parents work together to foster a culture of shared responsibility for student learning. This culture of learning is underpinned by three elements that enable our school to grow and sustain teaching, learning and extracurricular programs that are deeply valued by all members of the school community.

Firstly, our students are passionate learners who actively seek opportunities to be active participants in their own learning journeys. Secondly, we have a highly collaborative and dedicated team of teachers who are committed to creating a learning culture that nurtures students and encourages them to do their best. Finally, we enjoy incredible support from school families and wider school community.

The guiding belief demonstrated daily at our school is the essential role of schools in building social capital among young people. A belief that in the rush to get things done in our busy lives, adults often take away the sense of responsibility so fundamental for children in developing their sense of belonging and contribution to their schools and families. Kids are capable of so much more than we sometimes give them time and credit for. Our students are amazing. They teach us more about collective spirit, shared fun and abundant energy each and every day than many people will learn in a lifetime.

Our staff, as highly dedicated professionals continued their work towards our school's goals, each bringing individual strength and skill, and all committed to one goal: a safe and inclusive school, where students are given the best opportunities to reach their full potential in all areas of learning. They work collaboratively to provide teaching and

learning programs that engage and challenge our students within an inclusive environment.

Alongside the hardworking and productive P&C Association are the raft of volunteers who have worked with teachers and students with the reading and maths groups, as local experts; artists, photographers, chefs, bakers, cooks and food producers, scientists, musicians, engineers, designers and sports people. I take this opportunity to acknowledge your enormous volunteer efforts this year. Thank you on behalf of our student sand staff, we appreciate all you do.

These achievements would not be possible without the support of the school leadership team and I thank and acknowledge the leadership of Alex Heagney, Karla Eckersley and William Watt. I also extend this thanks to the office and support teams who help make learning possible in our school and finally, I thank our inspiring and dedicated teachers who have wholeheartedly embraced a vision for the school that puts learning and learners at the core of all that we do as a school community.

I certify that the information provided in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Craig Nielsen

Principal

School background

School vision statement

Our school will continue to provide quality educational policies and practices, to promote students to be:

- Successful Learners & Participants – articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well–rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers able to understand their place in a global community and with a solid grasp on the Arts & Technology and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

Goals for our children

- Successful learners
- Confident individuals
- Active and informed citizens

Core Focus

- Quality Teaching & Learning
- 21st Century delivery of curriculum
- Technology

Core Priorities

- Literacy & Numeracy
- Global and Local Connections
- Student Wellbeing
- The Arts
- Environmental sustainability

School context

CSPS has a current student enrollment of 293 students. At present, the student population is comprised of: 57% who were from a language background other than English, in K to Yr 6; 28% who identify their language background as 'Chinese Languages'; Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian; 54 students accessed additional support for their learning through the school's English as a Second Language (EALD) program; 28% accessed additional support for their learning through the school's Community Language Program – Assisting Chinese / Mandarin speaking students and families.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning – Excellence in Student Learning**, the school's efforts have focused on wellbeing, curriculum and learning and learning culture. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The ongoing implementation of the New South Wales Syllabuses for the Australian Curriculum has provided learners with enriched opportunities to demonstrate 21st century learning skills and knowledge across all learning areas. The results of our integrated approach to embedding 21st century pedagogical

practices are evident through increased engagement in creation based, rich ICT based learning opportunities.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs. The successful work of the school's Learning and Support Team has seen excellent 'value-added' results for students receiving additional learning support. The improved transition to high school program was a highlight of this success.

In the domain of **Teaching – Excellence in Teaching and Learning**, Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. Classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Individual learning is supported by the effective use of school and system expertise and resources through contextual decision-making and planning

Collaboration has been encouraged and fostered with teachers being provided with opportunities to plan, program, assess and review data, building skills as a stage team. A stronger focus on the importance of data collection and a greater emphasis on the analysis of achievement data ensures that the decisions made at whole school level regarding teaching and learning are evidence based and measurable. Our collaborative approach to teaching, increased effectiveness in data gathering and analysis and the desire for our teaching staff to grow their professional practice all highlight a teaching culture that is fostering effective student learning.

School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

In the domain of **Leading – Strengthening School Connectedness**, School leaders continued to build a culture demonstrating the building of educational aspiration and ongoing performance improvement across its community.

Our effectiveness in this domain is due to three key factors. Firstly, embedding a coaching based approach to the annual performance and development review process has increased the teacher's sense of ownership of school programs by directly connecting their professional goals with strategic directions and initiatives. Secondly, leadership across the school has been enhanced by a distributive leadership model providing staff with authentic opportunities to lead professional development and project teams. Finally, the leadership team worked collaboratively to refine whole school management practices with the view to shaping a culture where learning is fostered as the core function of the school.

The school is strongly committed to the development of leadership skills in staff and students as evidenced by the strength of our highly valued student leadership teams and wellbeing programs. Our work as a school community contributing for success in teaching, learning and leadership further builds on successful links within the community of schools, other educational providers and other organisations to support the schools programs and to build the capacity of all members of the community.

To ensure our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student learning, welfare and wellbeing programs ie. KidsMatter and Positive Behaviours for Learning (PBL).

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Student Learning

Purpose

Students will be successful learners and active global citizens

Overall summary of progress

Our continued school-wide program of Stage based programming, planning and assessment has seen a continued focus on consistency in all key learning areas (KLAs).

Improved practices in data collection and analysis have provided the school with more effective tracking data ensuring targeted learning for students.

Quality teaching, evidence based classroom strategies and data collection, assessment and reporting and embedding 21st century digital technologies in effective classroom practice have been the key professional learning focus during 2017 to ensure the school continues to improve outcomes in literacy and numeracy.

All students undertaking support have staff and families collaboratively writing an IEPs & PLPs, as they progress through the stages of education, from a baseline established in 2016.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| 10% improvement each year in the number of students in Yr 3 and Yr5 achieving in the top two bands of NAPLAN. PLAN Data indicates student 1 year growth for 1 year learning. Student expected growth from Yr3 to Yr5 as evidenced by NAPLAN data improves from 70% to 80%. | \$11,500 | The proportion at or above National minimum Standard in Year 3 NAPLAN 2017 (Reading & Numeracy) – 100% The proportion of students in top two NAPLAN bands at Year 3 – Reading 59% and Numeracy 64% The proportion of students in top two NAPLAN bands at Year 5 – Reading 38% and Numeracy 42% The proportion at or above National minimum Standard in Year 5 NAPLAN 2016 (Reading & Numeracy) – 76% |

Next Steps

Engage all teaching staff in continued and ongoing data collection and achievement tracking to ensure evidence based classroom practice continues to demonstrate positive impacts and improve growth data between Years 3 and 5 in all aspects of literacy and numeracy.

Professional learning program that focuses on formative assessment strategies in order that teachers accurately and incrementally measure growth and progress of student outcomes through specific learning intentions and success criteria.

Develop bank of ES1 – Stage 3 school-based assessments that enable school based data to be analysed alongside NAPLAN data.

Evaluate current mathematics and spelling programs at end of 2018 to determine effectiveness and to examine other options.

Continue to refine and develop the classroom as digital learning hub strategy for the roll out of 21st century learning technologies and ensure that all teaching and learning programs reflect the utilisation of technology in order to meet

curriculum needs and foster student engagement in rich learning tasks.

Embed the Quality Teaching Framework and Australian Teaching Standards in classroom observations and mentoring programs to foster excellence in classroom pedagogical approaches.

Strategic Direction 2

Excellence in Teaching & Leading

Purpose

Staff will be high performing, collaborative and dynamic

Overall summary of progress

Our continued school-wide program of Stage based programming, planning and assessment has seen a continued focus on consistency in all key learning areas (KLAs).

The adoption of performance and development plans in line with the performance and development framework gave teaching staff the opportunity to engage in a reflective development process that catered for both individual and collective goals and ensured opportunities were in place to receive, discuss and reflect on ongoing, meaningful feedback around negotiated performance goals.

Collaboration has been encouraged and fostered with teachers being provided with opportunities to plan, program, assess and review data, building skills as a stage team. A stronger focus on the importance of data collection and a greater emphasis on the analysis of achievement data ensures that the decisions made at whole school level regarding teaching and learning are evidence based and measurable. Our collaborative approach to teaching, increased effectiveness in data gathering and analysis and the desire for our teaching staff to grow their professional practice all highlight a teaching culture that is fostering effective student learning.

100% of teachers evaluated positive achievement of their Performance and Development Framework goals in December.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
|---|-------------------------------|-----------------------------|

Next Steps

Established whole school Student Welfare and Learning Support Teams responsible for implementation of school plan, welfare strategies and programs.

Steady progress towards shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs.

All staff analysis data to inform the student's, teacher's and school's learning goals and monitors progress towards them.

The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning.

Strategic Direction 3

Strengthening School Connectedness

Purpose

Our schooland community will be inclusive, informed and engaged

Overall summary of progress

Steady progress towards shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs, such as Kids Matter and Positive Behaviours for Learning (PBL)

All staff analysis data to inform the student's, teacher's and school's learning goals and monitors progress towards them.

The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| <p>Tell them from me parent survey around being informed by the school improves from 6.4 to 8.</p> <p>Tell Them From Me student survey around belonging increases from 75% to at least the Government Norm or higher</p> <p>Tell Them From Me student survey around student engagement increases from 73% to at least the Government Norm or higher.</p> | \$2,375 | <p>The successful work of the school's KidsMatter Team, met the second years milestones in its implementation plan.</p> <p>Staff engaged in professional development related to KidsMatter framework and how to best develop a high quality positive education program across the school.</p> <p>All students, staff and school families continued to undertake the 'Tell them from Me' surveys that have been released by the DEC to assist the shaping of school plans through capturing community voice.</p> <p>The successful work of the school's Learning and Support Team has seen excellent 'value-added' results for students receiving additional learning support. The improved transition to high school program was a highlight of this success.</p> |

Next Steps

In 2018, connect and develop a network with local schools through shared learning opportunities for students and shared professional learning opportunities for staff members, based on common priorities across the schools and identified local need.

Positive Behaviour for Learning (PBL) team ensuring momentum is maintained in the school wide shift to PBL and the language of PBL begins to form the backbone for an inclusive community driven approach to behaviour management. Students, staff and community all work together to build a school community, that is safe, respectful and learning embrace the notion of 'active' learning.

Revised learning support team documentation is presented to staff in conjunction with the improved referral process and statement of practice ensuring that the agenda of the learning support team continues to reflect the varied and complex educational support needs of children across all year levels.

The school wide KidsMatter/ 'positive education' program incorporates the explicit teaching of resilience and values

during the early stages of the school year further ensuring that students are provided with authentic strategies to assist in dealing with personal challenges experienced at school and in their personal life.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|----------------------------------|--|
| Aboriginal background loading | \$5,708 | <p>Additional Aboriginal Education learning support officers to assist with students with specific needs.</p> <p>'Deadly kids' school-based program for Aboriginal Students, supported by LAST and additional SLSO time, collaboration between teachers and school families.</p> <p>Additional staff time for the writing of personalised learning programs (PLP's) for all Aboriginal students.</p> <p>Provision of professional learning for teachers and school leaders focussed upon successful Aboriginal Education for all students.</p> |
| English language proficiency | \$84,008 | <p>Employed for an additional day per week as EALD teacher.</p> <p>Additional school learning support officers to assist with students with specific needs</p> <p>Provision of additional professional learning for teachers and school leaders focussed upon successful EALD strategies for all students.</p> <p>Additional staff (teachers) employed for to provide focussed Literacy 'reading groups' support K-2.</p> <p>Additional staff (teachers) employed for to provide focussed Literacy ie. 'literature circles' and 'writing groups' support Stages 2 & 3.</p> |
| Low level adjustment for disability | \$94,922 | <p>Additional school learning support officers to assist with students with specific needs</p> <p>Additional staff time for the writing of individual student learning plans and programs for students incorporating adjustments for individual learning needs.</p> <p>Release stage teams of teachers for professional sharing & lesson studies with school executive & LAST.</p> |
| Quality Teaching, Successful Students (QTSS) | 2 days addition support per week | Executive release provided to all Assistant Principals for the purposes of supervision and mentoring and whole school project implementation. |
| Socio-economic background | \$7,272 | <p>Provision of additional SLSOs to assist with students with specific needs</p> <p>Financial assistance to meet school related costs.</p> |
| Support for beginning teachers | \$2,456 | The beginning teacher support processes are based on a commitment to continuous professional development to maintain high quality teaching and learning and four teachers; three temporary and one permanent teachers, continues to complete their accreditation at proficiency |

| | | |
|---|--|--|
| Support for beginning teachers | \$2,456 | requirements. |
| Targeted student support for refugees and new arrivals | 3 days per week additional NAP funding | <p>Additional staff time for the writing of individual student learning programs for students incorporating adjustments for individual learning needs.</p> <p>Provision of additional SLSOs to assist with students with specific needs.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2014 | 2015 | 2016 | 2017 |
| Boys | 116 | 113 | 125 | 121 |
| Girls | 156 | 167 | 153 | 162 |

In 2017, the student population comprised of:

- 121 boys and 162 girls
- 54% who were from a language background other than English (LBOTE), enrolled in Kindergarten to Year 6.
- 30% who identify their language background as 'Chinese Languages'.
- Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian Languages.
- 47 students accessed additional support for their learning through the school's English as a Second Language (EALD) program.
- 14 students who accessed additional support through the school's Learning Assistance Program or Reading Recovery.
- A number of students who are provided with additional funding through the NSW Department of Education and Communities' Support Funding for Students with Special needs.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 94.1 | 95.1 | 96 | 96.5 |
| 1 | 94.5 | 95.1 | 96.1 | 96.2 |
| 2 | 95.7 | 95.3 | 96.2 | 95 |
| 3 | 95 | 96.1 | 95 | 96.1 |
| 4 | 96.9 | 94.5 | 94.3 | 95.1 |
| 5 | 97.6 | 94.8 | 93.6 | 92.6 |
| 6 | 94.6 | 93.9 | 93.6 | 91.9 |
| All Years | 95.5 | 95 | 95.1 | 95.1 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

Class rolls are checked regularly to ensure students are attending school on a regular basis and absences have been followed up by the class teacher.

Absences, be they partial or full, are monitored each term. Parents/caregivers of students who have unexplained absences are contacted to provide an explanation. If there are more than five partial or full day absences in any given term and an explanation has not been received, a letter is sent home expressing a concern regarding attendance.

In 2017:

- There was a reduction in the number of students who needed to be followed up due to lack of attendance.
- The *Sydney Region Home School Liaison Officer (HSLO)* was contacted to work with families if necessary.
- A number of families travelled overseas and obtained formal exemption from school to travel when required.

Class sizes

| Class | Total |
|---------------|-------|
| K BUNGLE | 20 |
| K KIMBERLEY | 18 |
| K JENOLAN | 20 |
| 1_2 KAKADU | 22 |
| 1SUNSHINE | 22 |
| 1_2 ULURU | 24 |
| 2BLUE MOUNT | 24 |
| 3_4 DAINTREE | 27 |
| 3SISTERS | 26 |
| 4KOSCIUSZKO | 21 |
| 5_6 ROCK | 31 |
| 5_6 KINGS CAN | 32 |

Structure of classes

In 2017, students at Crown Street Public School were arranged into 12 classes. Our classes allow for curriculum differentiation, to meet the needs of students and allow them to freely participate in enrichment groups, music tutorials and learning support group sessions.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 10.22 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 0.6 |
| School Counsellor | 0.8 |
| School Administration & Support Staff | 2.52 |
| Other Positions | 0.6 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires

schools to report on Aboriginal composition of their workforce. One staff member identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 65 |

Professional learning and teacher accreditation

All staff throughout the year to address professional learning meeting individual, team and whole school priorities.

The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2017 staff professional learning program comprised team meetings, stage planning days, school development days, external workshops, professional learning meetings and conferences.

Staff participated in professional learning initiatives focused on literacy, numeracy, technology, positive education and strengths based approaches, child protection, emergency care, mentoring early career teachers and leadership development. Significant professional learning occurred in relation to the 2017 implementation of the Mathematics, Geography and History Syllabuses and the development of team based approaches to curriculum and student wellbeing, relating to KidsMatter and Positive Behaviours for Learning (PBL)

School and external professional learning opportunities are linked to school improvement targets. Administrative staff participated in professional learning activities to support them to effectively meet the demands of their roles and responsibilities., relating to LMBR.

The average expenditure per teacher engaging in professional learning was over \$865.00 and total expenditure for Professional Learning in 2017 was \$18,240.98

Leadership, career development and early career teacher courses continued to cater to the individual needs of school staff.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 90,503 |
| Revenue | 2,756,168 |
| Appropriation | 2,516,864 |
| Sale of Goods and Services | 8,704 |
| Grants and Contributions | 228,764 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,835 |
| Expenses | -2,785,613 |
| Recurrent Expenses | -2,785,613 |
| Employee Related | -2,485,415 |
| Operating Expenses | -300,198 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -29,445 |
| Balance Carried Forward | 61,058 |

In 2017, the amount of funding provided for professional learning was in excess of \$28,000. This is not reflected in the financial statement due to the fact that casual relief salaries and course fees were not deducted until the end of the school year.

A voluntary school contribution was set at \$110 per student and \$145 per family. Please note family concessions are given to school families.

Funds are held in reserve to cover remaining 2017 teacher relief, electricity, gas, water, telephone, waste removal and general contingencies.

A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the P&C.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,035,176 |
| Base Per Capita | 42,486 |
| Base Location | 0 |
| Other Base | 1,992,691 |
| Equity Total | 191,910 |
| Equity Aboriginal | 5,708 |
| Equity Socio economic | 7,272 |
| Equity Language | 84,008 |
| Equity Disability | 94,922 |
| Targeted Total | 28,160 |
| Other Total | 209,342 |
| Grand Total | 2,464,588 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN tests are sat over three days in May each year. This is only the seventh year of the NAPLAN testing program.

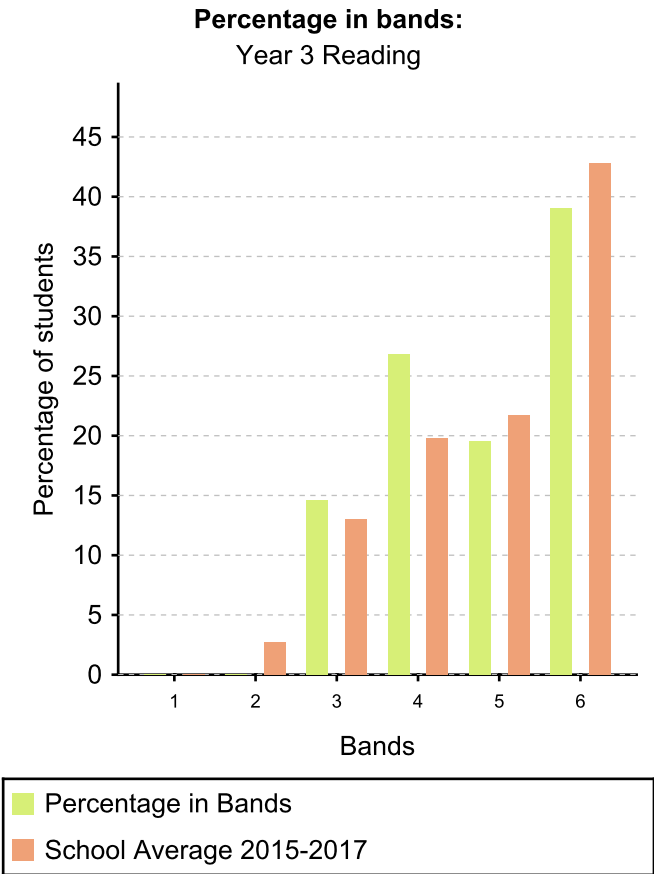
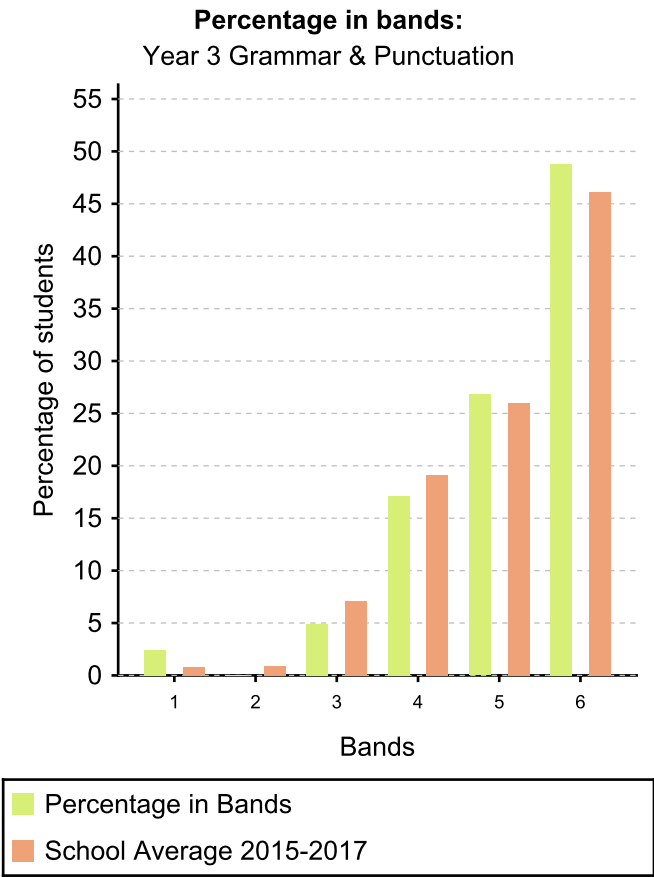
NAPLAN test performance reflects the skills our students were able to demonstrate on the day of the test, specific to the questions asked on the test.

As a school, we use the NAPLAN data to reflect on individual student and group performance, modify teaching programs and plan for school improvement programs.

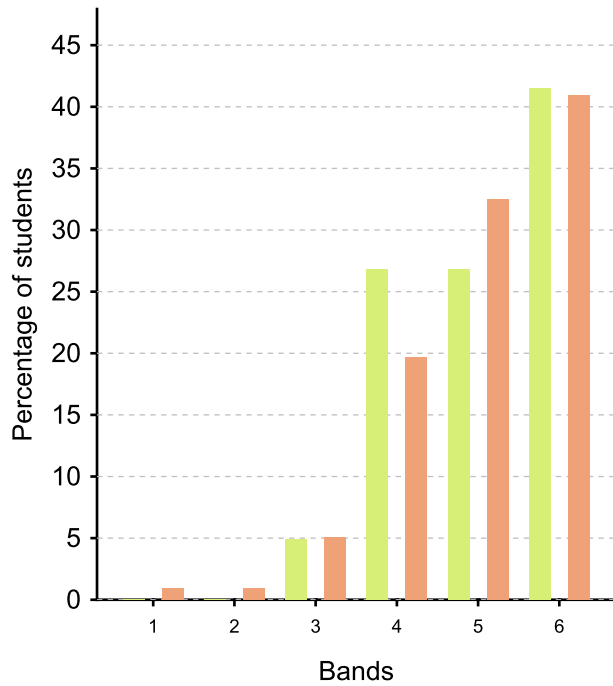
Ongoing integration and/or acceleration activities for individual students ensured individual needs; social and academic were met.

It is difficult to compare test results from year to year as changes in student demographics exist in each cohort. Some groups perform better than others in some years. What are most valuable to the school are trends over time that help us reflect on areas requiring additional

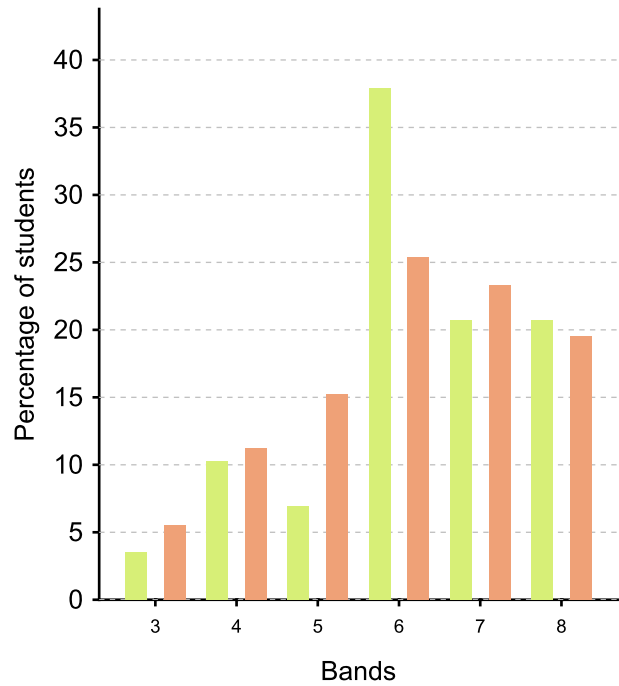
support or renewed focus in our planning and teaching.



Percentage in bands:
Year 3 Spelling



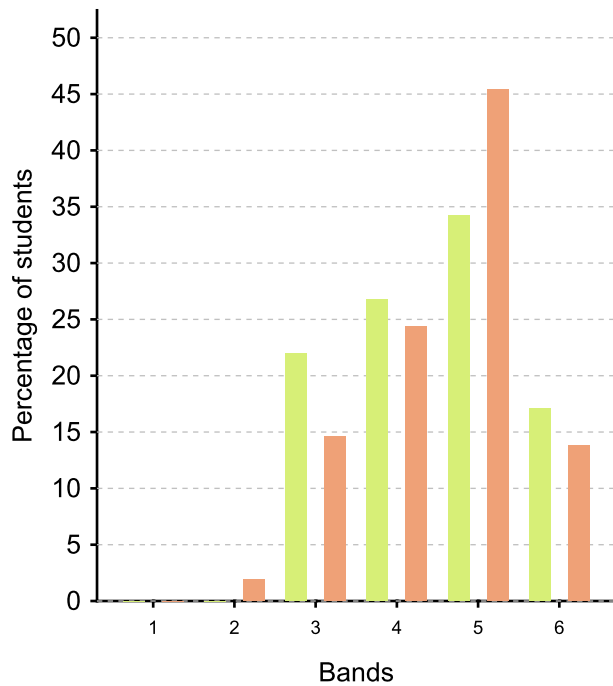
Percentage in bands:
Year 5 Grammar & Punctuation



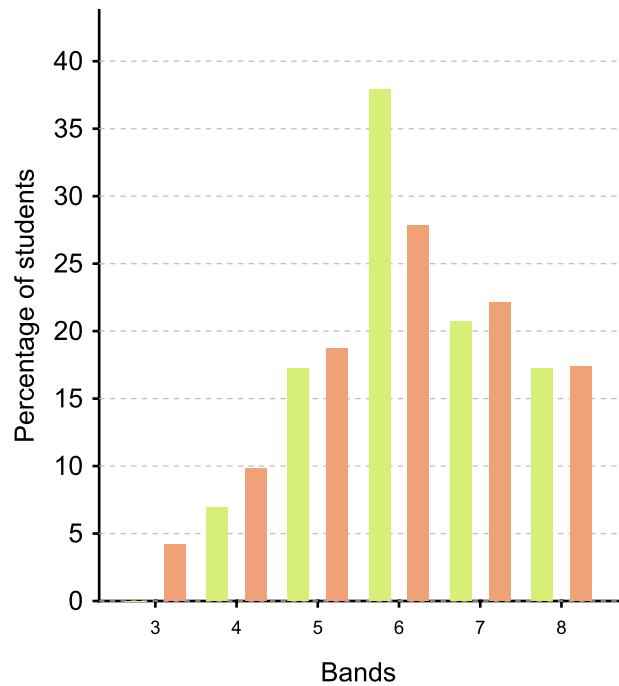
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



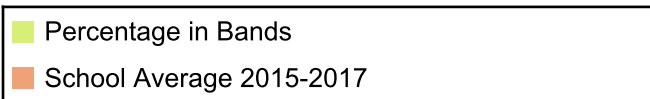
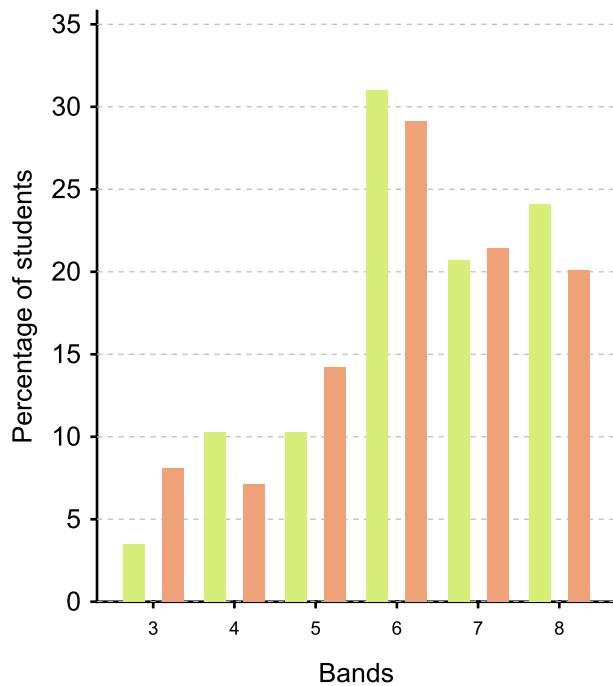
Percentage in bands:
Year 5 Reading



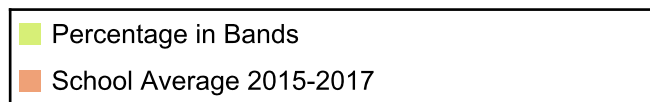
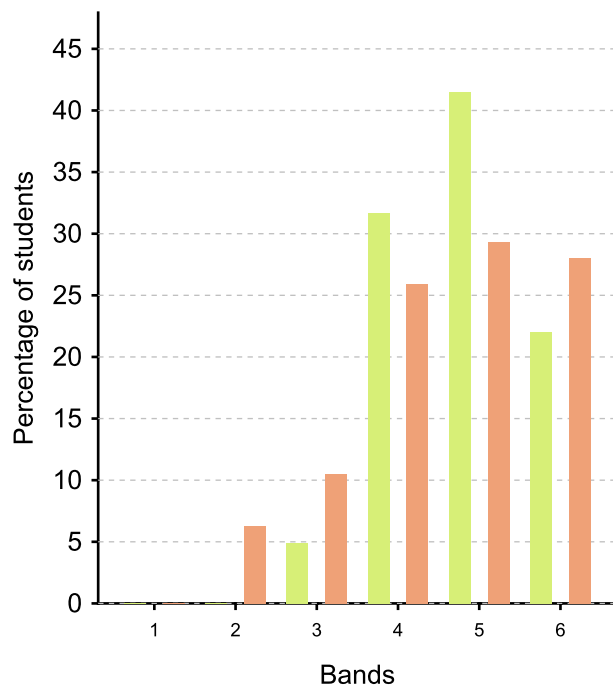
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

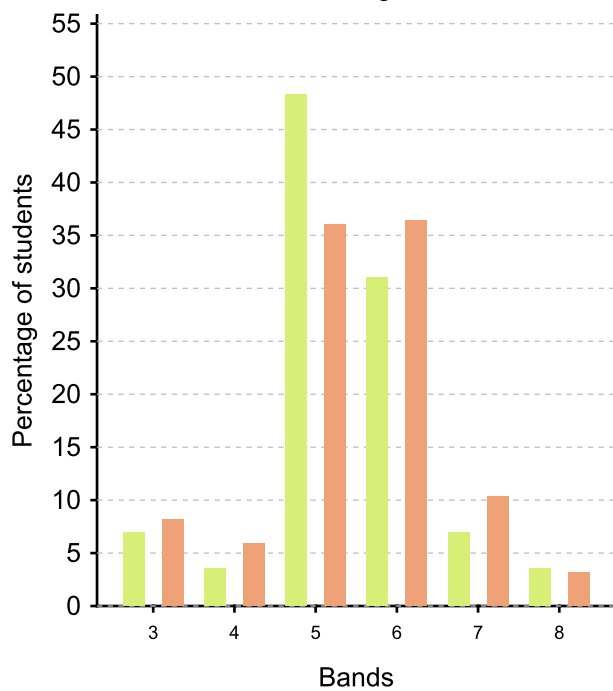
Percentage in bands:
Year 5 Spelling



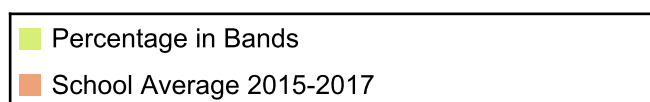
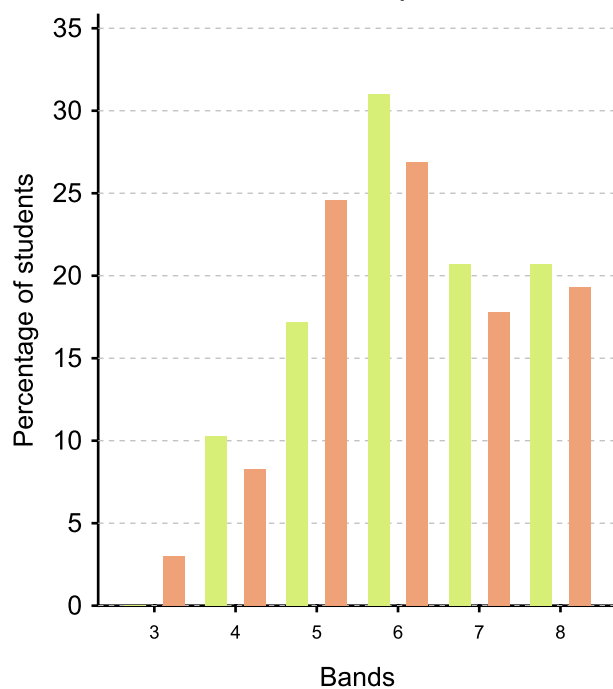
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and school staff about the school and community that surrounds it.

1. Student Voice

The Tell Them From Me student survey measures the opinions of students against indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 87 students (11 Year 4's, 21 Year 5's and 27 Year 6's) in our school that participated in the survey between 11 Sept and 19 Sept. 2017.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 73% of students in this school had a high sense of belonging. The NSW Govt norm for this year is 81%.
- 71% of the girls and 79% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 85% of students had positive relationships. The NSW Govt norm for these years is 85%.
- 80% of the girls and 96% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.8 out of 10. The NSW Govt norm for these years is 8.4.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 7.9 out of 10. The NSW Govt norm for these years is 7.2.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.6 out of 10. The NSW Govt norm for these years is 8.7.

2. Parents as Learning Partners

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This report provides highlights based on data from 23 school families in our school that participated in the survey between 28 Aug and 22 Sept. 2017.

Parents Feel Welcome: 8.1 out of 10 **Parents are Informed:** 7.2 out of 10 **Reports on my child's progress are written in terms I understand:** 8.1 out of 10

Parents support learning at Home: 5.8 out of 10 **School Supports Learning:** 7.4 out of 10 **Teachers expect my child to work hard:** 6.9 out of 10

School Supports Positive Behaviour: 8.1 out of 10 **Safety at school:** 7.7 out of 10 **Inclusive School:** 7.2 out of 10

3. Teacher Voice & Perspectives

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to dimensions of classroom and school practices.

Results for the '**8 Drivers of student learning**', are as follows:

Leadership: 7.5 out of 10 **Collaboration:** 7.9 out of 10 **Learning Culture:** 8.2 out of 10 **Data Informs Teacher Practice:** 7.7 out of 10

Teaching Strategies: 7.9 out of 10 **Technology:** 7.1 out of 10 **Inclusive Community:** 8.1 out of 10 **Parent Involvement:** 7.4 out of 10

"Four Dimensions of Classroom and School

Practices", relating to Teachers views and opinions.

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

Results for the "Four Dimensions of Classroom and School Practices", are as follows:

Challenging and Visible Goals: 7.6 out of 10
Planned Learning Opportunities: 7.9 out of 10

Quality Feedback: 7.5 out of 10 **Overcoming Obstacles to Learning:** 8.0 out of 10

Conclusions from TTFM Surveys

The TTFM Surveys portray a very positive image of parent and student experiences at Crown Street Public School with most indicators showing higher results than Department of Education norms. The results are indicative of the school's significant efforts to improve communication, involvement and engagement at a number of levels.

Students and school families are feeling welcome and included through their valued involvement in school processes and activities.

Student inclusion in the development of learning and behavioural goals has led to higher student engagement in social, intellectual and institutional domains and with minimal signs of disengagement. Students and parents have clear expectations for student behaviour and learning which further improves levels of engagement.

Positive, respectful relationships have been, and continue to be fostered and high expectations for learning and behaviour are well communicated. These factors impact upon school culture at all levels and work toward resulting in more productive learning environments with an improvement in student learning outcomes for all students.

This evidence demonstrates a positive shift in school culture and climate.

Teachers, students and parents are feeling valued and included and understand the importance of a positive learning environment with high levels of involvement and engagement by all members of the

school community.

Policy requirements

Aboriginal education

During 2017, we continued our holistic and consistent approach to teaching Aboriginal Education to our students, with a variety of learning initiatives and experiences with an aim to supporting Aboriginal students to establish strong learning goals and to strengthen their community connections.

Crown Street Public School is situated on Eora land, belonging to the traditional landowners, the Gadigal People.

We believe that Aboriginal students have the right to be proud of their heritage and that by building an understanding of this in our community; we can make a positive contribution towards a reconciled Australia.

All programs and initiatives undertaken targeted all students to build a greater understanding of Aboriginal Australia.

All students had a personalised learning program (PLP) developed. This involved the 2017 classroom teacher liaising with the 2016 classroom teacher regarding learning needs and progress.

Parents/carers were also consulted regarding what they believed were their child's needs. The PLP was then presented to parents/carers and when developmentally appropriate, the student.

Progress was reported on throughout the year at formal points of whole school reporting and informally. The majority of Aboriginal students are making progress to commensurate with their potential and individual learning styles and capacity.

Students who presented as needing additional support for their learning were provided with programs tailored to their individual needs. A number of students received support from the school's Learning and Support program. Parent consultation has been a key feature of all interventions.

In 2016, major achievements included:

- Aboriginal students a tour school are valued and acknowledged. They are given every encouragement to excel, which was evidenced by one student receiving a 'Deadly Kids' award by the Sydney Region. Due to privacy and personal information policies, summary statistics or graphical representation of our indigenous students' performance cannot be reported, as we have a cohort of less than ten.
- The teachers continue to ensure that students are provided with factual information regarding contemporary and traditional Aboriginal culture.
- Mentoring and tuition of Aboriginal students during the year is aimed at improving their literacy and numeracy achievements, with each student

having a specific learning program to target progress.

- An Aboriginal School Learning Support Officer (SLSO) assisted students with classroom learning activities, in Term 1, 2017

Multicultural and anti-racism education

Crown Street Public School has maintained a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all.

Tolerance and acceptance of individual differences are key elements of the school's successful Harmony Day, which highlighted community participation and diversity with students becoming confident and articulate in speech, expressing positive views against racism and discrimination in our school community.

The school's Anti-Racism Contact Officer continued to work closely with the principal and Learning Support Team to ensure that all DoE protocols were followed.

The school has a total of 54% students from Language Backgrounds Other Than English (LBOTE).

Crown Street Public School reflects the multicultural nature of Australia and this is something the community is very proud of.

There is a commitment to ensuring a harmonious and respectful environment so all members of the community have the opportunity to grow and develop and have pride in their cultural background.

In 2017, major achievements included:

- 100% of students from K–6 participated in weekly Chinese – Mandarin classes. The school maintains its excellent standard in teaching and learning Mandarin for all students through our Community Languages (CL) program. Students of Chinese background maintain their language through the Community Language program.
- The EAL/D program was provided through a combination of withdrawal and team teaching depending on the amount of time students had been in Australia and the level of their language proficiency. 54 students were catered for in the EAL/D program with EAL/D support being a combination of team teaching in classes with the class teachers and withdrawal lessons.
- The school's Anti-Racism Community Officer (ARCO) was consulted if any conflict between students appeared to be linked to lack of understanding regarding cultural differences. When it is believed that a conflict has involved any type of racism, the ARCO brings the victim and perpetrator together for a restorative conversation.